Investigating Teachers’ and Pupils’ Attitudes About the Role of Secondary School Course Book Texts in Developing EFL Learners’ Vocabulary Knowledge

The Case of Third Year Secondary School Pupils at Zinai el Hadje Bellkasem and Asma Bint Abi Baker Essadik In Ain el Beida

A Memoire Submitted to the Faculty of Letters and Languages, Department of English in Partial Fulfillment of the Requirements for the Degree of Master in: Science du Langage et Didactique de L’Anglais Langue Etrangère.

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Dedication

I dedicate this work:

To the memory of my father who’s gone without telling goodbye, I wish he is here to make him proud of me...rest in peace beloved father.

To the one who cares about me and makes me women, to the one who has provided me with love, understanding, tender and support... to the pearl of my life my mother...God bless her now and forever.

To my closest brother Sif Eddin

To my future husband Hamza.

To my only sister whom I love so much Hadjer.

To all my family members especially my uncles Zidan, Djamel and Fateh.

To the one who has special place in my heart my aunt Djahida.

To my brothers: Ramzi, Houcine, Miloud and Samir.

To my sisters-in-law: Souhila, Sihem, Awatef and Amina.

To my nephews: Yasmine, Islem, Aya, Sirag, Adem, Diah el Dine and Rahma.

To my entire husband’s family especially his mother and father.

To all my friends with whom I shared the university life with its lights and shadows particularly Soumia and Hayet.

To my best friend Zahra.

To all my teachers.

To all those who love me.

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Special thanks go to my examiner Mr. Farid CHIRA for his infinite kindness.

I would like to offer my sincere grateful to third year secondary school teachers and pupils for their help and seriousness in completing the questionnaire.

Finally, I would like to express my warm thanks to all my teachers and colleges for the wonderful moments we spent together.
Key Words

Abstract

Vocabulary learning is very important in learning the second language, it is considered as the body that makes up a language. It allows us to say what we mean and use the language effectively. However, pupils find difficulties when they come to express themselves. Hence, teachers adapt and adopt different methods and techniques that help the pupils to enlarge their vocabulary knowledge. The present study aims at describing and investigating the role of secondary school course book texts in developing learners’ vocabulary knowledge. In order to check this correlation, we have hypothesized that textbook New Prospects would be considered as a significant tool for acquiring English language vocabulary. This study is composed of two questionnaires, one of them was handed to twenty (20) teachers from four (4) secondary schools, which are: Zinai el Hadje Bellkasem, Asma Bint Abi Baker el Saddik, Lakhder Boukaffa, and Brakniya in order to identify their insights about the techniques used in teaching vocabulary as well as their attitudes towards the effects of course book texts on vocabulary development, while the other questionnaire was distributed to thirty (30) third year of foreign languages pupils from two secondary schools Zinai el Hadj Bellkasem and Asma Bint Abi Baker Essadik in Ain el Beida in order to examine their attitudes about the role of course book texts in increasing pupils’ vocabulary knowledge. The discussion of the results validated the stated hypothesis that using course book texts develop learners’ vocabulary knowledge.
LIST OF ABBREVIATIONS

e.g: Example

**EFL:** English as Foreign Language

**ESL:** English as Second Language

**etc:** And so forth

**FLL:** Foreign Language Learning

**i.e.:** That is

**N:** Number of Teachers/Students

**Q:** Question

**SLL:** Second Language Learners

**SL-L2:** Second Language

**TL:** Target Language

**%:** Percentage
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RÉSUMÉ

الملخص
GENERAL INTRODUCTION

Vocabulary acquisition has been an important issue for English as Foreign Language learners. It is one of the keys to comprehension. Getting new words is essential for the development of learners’ language. Vocabulary can help students learn enough words to become better readers, and becoming a better reader can in turn help students learn even more vocabulary. However, learning and teaching vocabulary is not an easy task as it seems. Therefore researchers provide different materials and techniques in order to present word meaning. One material that can be used to teach and learn vocabulary in foreign language classroom is Course book.

1-Statement of the Problem

English is a very important language because it is used in almost all areas of life, such as college, government, business, tourism, entertainment, and several other domains. Vocabulary learning and teaching has been one of the main issues in English as Second Language/English as Foreign language learning and teaching research. Learning vocabulary is very important in learning a second language since words are the main way of conveying or receiving messages. Therefore, many researchers have given a great importance to it in order to help learners enlarge their size of vocabulary. In the third year secondary school course book, most texts are introduced to develop pupil’s abilities in mastering the English language easily and to build a large number of vocabulary. However, most of the pupils seem that they undergo from the lack of vocabulary. They find difficulties in expressing their ideas whether when they came to write or to speak. The main problem seems to be that course book texts provide nominal opportunities to develop pupil’s vocabulary knowledge.
2-Aim of the Research

The aim of this study is to shed light on the efficiency of textbook in learning vocabulary. In other words, if textbook is really a meaningful way of encountering and learning new vocabulary. It also aims to find out whether it helps pupils to develop a productive/active vocabulary (i.e. the words learners need to be able to use and understand) or receptive/passive vocabulary (i.e. the words they need to recognize only).

3-Research Question

To clearly address our issue we ask the following research question:

✓ Do course book texts help pupils to learn and develop their vocabulary? In other words, are they able to consolidate vocabulary knowledge?

4-Research Hypothesis

In order to answer the research question, the following hypothesis is formulated:

✓ It is hypothesized that textbook would be considered as a significant tool for acquiring English vocabulary.

5-Method of Investigation

Our study requires that we collect data regarding the pupils, their learning preferences, their linguistic competence, and their perception of their achievement and their compatibility with the teaching approach to which they are exposed.

- Population and Setting

The data for the study will be collected from a sample of English teachers, and the third year pupils using it as a compulsory course book. The study will be carried out at the
secondary schools Zinai el Hadj Bellkasem, Assma Bint Abi Bakr Esadik, Lakhder Boukaffa, and Braknia in Ain Beida. These Secondary Schools have been chosen because of their closer location.

- **Data Gathering Instrument**

  Data collection will be carried out through questionnaires because they are easy to construct and capable of gathering a large number of information in a short period of time. Both teachers and pupils will collaborate in answering the two questionnaires. This instrument will be used in order to identify teachers’ and pupils’ views on the existing secondary school course book ‘New Prospects’. The first questionnaire will be for third year secondary school pupils, to identify their attitudes towards course book texts and whether this book helps them in learning English vocabulary. We have chosen third year secondary school pupils because their future desire will be speaking the language easily when they become at a university level. The second questionnaire will be for secondary school teachers of English because they are the ones who have experienced the use of ‘New Prospects’ course book, in other words they can identify whether course book texts suit the pupils level or not.

- **Sampling**

  The pupils and teachers have been chosen to be the population of this study. We have randomly selected thirty (30) pupils of third year foreign languages at both secondary schools Zinai el Hadj Belkassem and Assma Bint Abi Bakr el Saddik in Ain Beida. A questionnaire will be distributed also to teachers who are using the course book or who have a previous experience about using this book. They will be about twenty (20) teachers from four (4) secondary schools: Zinai el Hadje Bellkasem, Asma Bint Abi Baker Esadik, Lakhder Boukaffa, and Brakniya.
6-Structure of the Study

This research will be composed of mainly two chapters. The first chapter is a theoretical one; it will be divided into two sections. The first section will be about vocabulary learning and teaching, while the second section will be about the evaluation of English language course book ‘New Prospects’ from the viewpoint of vocabulary selection. The second chapter is a practical one; it will be about the description of the teachers and pupils questionnaires along with the analysis and interpretation of the results obtained.
Chapter One: Vocabulary Learning and Teaching and Course Book Evaluation

Section One: Vocabulary Learning and Teaching

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Section One: Vocabulary Learning and Teaching

Introduction

Vocabulary is the soul of language since people convey their messages via using words even if they do not know the different grammatical rules. Without words, communication cannot be achieved. For that reason, vocabulary has great importance in different teaching and learning strategies. Significantly, this section covers vocabulary definition, its nature, types, importance, description, process of learning, and vocabulary learning and teaching strategies; stating the effectiveness of both learning and teaching vocabulary, the goals of vocabulary learning and other elements.

1. Definition of Vocabulary

The definition of vocabulary often differs from one view to another. The Oxford English Dictionary (2007) defines vocabulary as the total number of words that make up a language. The term ‘vocabulary’ is used interchangeably the term “lexis”. According to Ghazal (2007) “‘Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning” (p. 84). Hatch and Brown stated that vocabulary is a list or a set of words for a particular language or a list or set of words that an individual speaker of a language might use. In the Longman English Dictionary (1995), vocabulary is all words that someone knows.

2. The Nature of Vocabulary Knowledge

There are different aspects of vocabulary knowledge, the active/ productive, passive/receptive, and size and depth vocabulary knowledge.
2.1. The Active/ Productive and Passive/ Receptive Vocabulary Knowledge

The active vocabulary is the vocabulary that you recall when the situation requires it. Here you are going to choose the word and actively get it back from memory. Whereas the passive vocabulary means the words or phrases that you understand but you do not use (Wikipedia, 2014). According to Pignot-Shahov (2012) “Productive knowledge is usually associated with speaking and writing while receptive knowledge is associated with listening and reading” (p. 38).

2.1.1. Ways of Describing Receptive and Productive Vocabulary Knowledge

Waring (1999) as cited in Tahmasebi, Ghaedrahmat and Haqverdi (2013) stated that there are four ways of describing both productive and passive vocabulary knowledge “These are: receptive and productive vocabulary processes, receptive and productive vocabulary abilities, receptive and productive vocabulary skills, and a receptive and productive vocabulary product” (p. 98).

The receptive and productive vocabulary processes which refer to the intuitive rational processes that the learner use in comprehension, recall, recognition and production of lexical words. Second, the receptive and productive vocabulary abilities which refer to the capacities of controlling the language input and control the language. By receptive and productive skills, they mean the active skills which are speaking and writing, and to the passive skills which are listening and reading. Finally, the passive and receptive vocabulary product means what the learner know about his active and passive knowledge.

2.2. Size/Breadth and Depth of Vocabulary Knowledge

There are two primary dimensions of vocabulary knowledge: depth and breadth. Shen (2008) defined the breadth and depth vocabulary as “the number of words that a person
knows[…] depth of knowledge focuses on the idea that for useful higher-frequency words learners need to have more than just a superficial understanding of the meaning” (p. 136). However, Rastegar, Haglighi and Yamini (2011) define both breadth and depth as “how many words a person knows at a particular level of competence. However, depth refers to how well one knows a word” (p. 666).

Vocabulary breadth can be attained or achieved in two ways. As Shen (2008) explained: “The dictionary sampling method involves selecting a dictionary that contains the number of word families that learners are expected to know, then testing a selection of those words” (p. 136). Then he (2008) mentioned that “The second method […] is to select word families according to their frequency in a corpus” (p. 136).

Shen (2008) mentioned that there are also two main approaches for measuring depth of vocabulary knowledge: a developmental approach and a dimensional approach. “The developmental approach uses scales to describe the stages of acquisition of a word. […] the dimensional approach, on the other hand, describes the level of mastery of the various component types of word knowledge” (p. 137). According to Matsuoka and Hirsh (2010), “breadth has attracted more attention than depth in L2 empirical studies to date” (p. 58).

3. The Importance of Vocabulary

According to Wilkins (1972) as cited in Bastanfar (2010) asserted that “a good knowledge of vocabulary is essential for communication. Although grammar and vocabulary are complementary, with a bit of negligence Wilkins (1972) asserts that ‘without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed’ ” (2010, p. 158). Thornbury believed that “If you spend most of your time studying Grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with
words!’” (2002, p. 13). The important role of vocabulary learning and teaching in second or foreign language learning classroom has been recently recognized by theorists and researchers in the field. According to Morin & Goebel (2001) as cited in Ghazal (2007), “It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Hulstjin, 1993, cited in Morin & Goebel, 2001)” (p. 84).

Vocabulary goes hand in hand with grammar and pronunciation. The importance of connection between vocabulary and grammar has been expressed by Pinter (2006) in which he mentioned that “Vocabulary and grammar are stored together in mental lexicon in typical combinations rather than in isolation” (p. 83). In other words vocabulary and grammar should be taught and learnt together. However, Ghazal (2007) mentioned that “Research has shown that many learners do use more strategies to learn vocabulary especially when compared to such integrated tasks such as listening and speaking, but they are mostly inclined to use basic vocabulary learning strategies (Schmitt, 1997)” (p. 84). The findings in Macaro’s survey (2003) indicates that secondary language teachers view vocabulary as most element that researchers need to shed light on to enhance teaching and learning in their classrooms.

According to Tahmasebi, Ghaedrahmat and Haqverdi (2013) ‘‘Vocabulary knowledge is important because it includes all the words we must know to access our background knowledge, express our ideas and communicate as well as possible, and learn about new concepts’’ (p. 97). They believed that without words there is no communication as there is no life for a fish outside the water.
4. Vocabulary Description

The linguistic branches that study the forms, the meanings and the uses of vocabulary are lexicology and lexicography. Both of them are derived from the Greek word *lexiko* (Wikipedia, 2014).

4.1. Lexicology

Lexicology is known as the study of lexis; it deals not only with simple words in all their aspects but also with complex and compound words. The lexicology relies on the information derived from morphology, the study of the forms of the words and their components, and semantics, the study of their meanings. A third field of particular interest in lexicological studies is etymology, the study of the origins of words (Wikipedia, 2014).

![Figure 1: Components of Lexicology](image-url)
4.1.1. Word Classification

According to Richard (2014), word classification is a set of words that displays the same formal properties, especially their inflections and distribution. It has two major families of word classes: *lexical* classes which are nouns, verbs, adjectives and adverbs and *function* classes which are conjunction, determiner, pronoun, and preposition.

4.1.1.1. Lexical Classes

The Noun

Traditionally it is defined as the part of speech (or word class) that names or identifies:

- A person: Petter, Ahmed…
- A thing: Table, Door……
- A place: Forest, Heaven……

The Verb

It is a part of speech (or word class) that describes an action or occurrence or indicates a state of being.

The Adjective

It is a part of speech (or word class) that modifies a noun or a pronoun. Most descriptive adjectives have two other forms: comparative and superlative.

- Comparative: She is taller than her friend.
- Superlative: She is the most beautiful girl.

The Adverb

It is a part of speech (or word class) that is primarily used to modify a verb, adjective, or other adverb.
• A verb: She was there
• An adjective: He is so gentle.
• Other adverb: We are always at your service.

4.1.1.2. Functional Classes

The Conjunction

It is a part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. The common conjunctions are: and, but, for, or, nor, yet, and so. They usually join the elements of a coordinate structure.

The Determiner

It is a word or a group of words that introduces a noun. Determiners include:

• Articles: an, a, the.
• Demonstrative adjective: this, these, those, that
• Possessive adjective: my, your, his, her, its, their, our.

The Pronoun

It is a word (one of the traditional parts of speech) that takes the place of a noun, noun phrase, or noun clause. A pronoun can function as a subject, object, or complement in a sentence.

The Preposition

It is a word (one of the parts of speech and a member of a closed word class) that shows the relationship between a noun or pronoun and other words in a sentence.
4.1.2. Word Meaning

Richard (2014) stated that the meaning of a word or expression is the way in which a word or expression or situation can be interpreted. There are different meanings that exist between words such as hyponymy, synonymy, antonymy and polysemy.

The Hyponymy

It is the words that share a common sense. For instance, *daisy* and *rose* are hyponyms of *flower*. Another example is that, the words: potato, tomato and carrot are the hyponyms of the superordinate ‘vegetable’.

The Synonymy

It is a word having the same or nearly the same meaning as another word or other words in a language.

The Antonymy

It is a word which has a meaning opposite to that of another word, for example the word *wet* is an antonym of the word *dry*, or the word *cold* is the opposite of the word *hot*.

The Polysemy

It is a word or phrase with multiple meanings.

4.1.3. Word Formation

According to Richard (2014), a word formation is the way in which new word is made on the basis of another word or morpheme. Word-formation can denote either a state or a process, and it can be viewed either diachronically or synchronically.
**Affixation**

It is the process of adding either a prefix at the begging of the word or a suffix at the end of the word.

**For example:**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Possible</th>
<th>Possible+impossible</th>
<th>impossible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suffix</td>
<td>Meaning</td>
<td>Meaning+ful</td>
<td>meaningful</td>
</tr>
<tr>
<td>Prefix+Suffix</td>
<td>Like</td>
<td>Like+un+like+ly</td>
<td>unlikely</td>
</tr>
</tbody>
</table>

**Compounding**

Compounding is the process of combining two different words to have one word that carries a different meaning.

**4.2. Lexicography**

Richard (2014) states that lexicography is the writing of a word in some concrete form i.e. in the form of a dictionary. In other words, it is the act of grouping lexical items in a dictionary with their meanings, functions and examples of their usage. It has been defined as the art of practice of writing dictionaries or the science of methods of compiling dictionaries.

**5. Vocabulary Learning and Teaching**

Vocabulary learning and teaching are two important factors in FLL. Hamiloğlu and Karlıova (2009) believed that vocabulary learning and teaching have steadily increase importance. Through learning and teaching vocabulary, the communicative competence will be enhanced. Learners will be able to communicate easily in the TL and they will be able to use the new lexis effectively and will be able to understand them without difficulty in the spoken English.
5.1. Vocabulary Learning

According to Ghazal (2007),

Vocabulary learning is one of the major challenges foreign language learners face during the process of learning a language. One way to alleviate the burden is to assist students in becoming independent learners during the process of L2 vocabulary learning. This could be achieved through instructing learners to apply vocabulary learning strategies as efficiently as possible. (p. 84)

Carter and McCarthy (1988) found that vocabulary learning continues to increase relating to reading time, comprehension and enjoyability. The National Reading Panel (2000) as cited In Sedita (2005) ‘found that there is one best method for vocabulary instruction, and that vocabulary should be taught both directly and indirectly’ (p. 2).

5.1.1. Types of vocabulary learning:

There are two types of vocabulary learning which are important to make a distinction between them, the direct and the indirect instructions. Sedita (2005) has distinguished between the two types. She said that the direct instruction means teaching specific words. For example ‘direct instruction involves the analysis of word root and affixes (suffixes and prefixes)’ (p. 2). In other words, students learn the most frequent words that appear in their daily communication or the words that are most needed in their academic purposes. However, teachers are unable to teach all the words students want to learn. Vocabulary must include also the indirect method ‘such as exposing students to lots of new words and having them read a lot. Indirect instruction also includes helping students’ develop an appreciation for words and experience enjoyment and satisfaction in their use (Baumann, Kame’ennui & Ash, 2003)’ (2005, p. 2).
Both direct and indirect vocabulary learning have great importance. As Feldman and Kinsella (2005) have mentioned that,

Over the past two decades, mounting research has challenged traditional views regarding the role of direct teaching in vocabulary development. Numerous studies have documented the positive impact of direct, explicit vocabulary instruction on both immediate word learning and longer-term reading comprehension. (p. 3)

According to Gallo & Zerwekh (2002) ‘both direct and indirect approaches to vocabulary learning can be useful’ (p. 668). Both of them agree that the direct and the indirect method are very crucial in the vocabulary learning.

5.1.2. Strategies for Learning Vocabulary

According to Gallo & Zerwekh (2002), ‘‘The nature of the language task presented to the participants, that is, vocabulary learning using different strategies, was new to most of them. Most were not aware that there actually were different ways of learning vocabulary words’’ (p. 69). In other words, there are different methods of learning vocabulary. Learning vocabulary has given great importance, it is considered as a crucial step that helps the learner to rich his vocabulary repertoire. Doczi, (2011) has mentioned that ‘‘Vocabulary learning strategies, being a sub-category of learning strategies in general, are significant because the acquisition of vocabulary is a never-ending process and often poses insurmountable difficulties for language learners’’ (p. 183). There are different types of vocabulary learning strategies that are mentioned by different researchers, for example, Schmitt in 1997 classified them into two groups: discovery strategies and consolidation strategies. Doczi stated that Nation (1990) ‘‘proposed the use of discovery strategies (DISCOV) when encountering new words’’ (2010, p. 140). He (2010) defined discovery strategies saying that they are strategies
for noticing and discovering the meaning of new words. Bastanfar (2010) mentioned that
“Discovery strategies contain determination and social strategies. Determination strategies
are used when learners are faced with discovering a new word's meaning without recourse to
another person's experience (Schmitt, 1997)” (p. 160). For example, learners try to discover
the meaning of a new word by guessing it from the context or through asking someone for
help. In addition, he mentioned that “Schmitt includes social strategies in both categories
since they can be used for both purposes” (2010, p. 160).

Consolidation strategies have different types. First, they include social (SOC), memory
(MEM), cognitive (COG) and metacognitive (MET) strategies. The social strategies mean
“using interaction with other speakers to enhance the learning process” (Doczi, 2010, p
140), while the memory strategies mean “relating new material to previous knowledge” (p.
140). In addition to that, the cognitive strategies are the “manipulation and transformation of
the target language by the learner” (Schmitt, 1997, p. 205), though the metacognitive
strategies mean that “being aware of, planning, monitoring and evaluating the learning
process” (Doczi, 2010, p. 140). “To this, Schmitt added a fifth category, determination
(DET) strategies, because he intended to include important lexically-focused strategies, such
as the strategies learners apply when they are faced with new words without any additional

According to Hatch and Brown (1995) there are other five stages for learning vocabulary,

1. Having sources for encountering new words
2. Getting a clear image of words, both visual and auditory
3. Learning the meaning of words
4. Making strong memory connections between form and meaning of words
5. Using words. (p. 383)
5.2. Vocabulary Teaching

Teaching vocabulary plays an important function in language acquisition because it helps the students to master the language skills such as speaking, listening, writing, and reading. According to Nemati “Teaching vocabulary as a building block of language is tricky and not as simple as it may be considered” (2009, p. 92).

5.2.1. Strategies for Teaching Vocabulary

Ghazal (2007) stated that “teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge” (p. 84).

There are different teaching strategies that are used by the students to learn and acquire thousands of words. First, introduce the pronunciation of the words; in order to connect meaning to the vocabulary term and to retrieve that meaning, students must pronounce the word correctly. If the word is one that students have neither heard or said before it will be difficult to pronounce it. Second, provide a student-friendly explanation of the word’s meaning; the second step to present the meaning of the word using a definition/explanation that is easy to understand and only includes known words. Third, illustrate with examples; teacher will present a number of examples to illustrate the vocabulary term/concept. Some of the examples related directly to the use of the word in the passage. Finally, check understanding by asking questions; teacher will ask his students several questions to determine their understanding of the lesson (Wikipedia, 2014).

6. The Effectiveness of Learning and Teaching Vocabulary
Teaching and learning vocabulary play an effective role in language acquisition because the mastery of vocabulary will help students to master all the language skills, speaking, listening, writing, and reading. According to Nation (n.d.) “teaching vocabulary is one of the least efficient ways of developing learner’s vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary programme” (p. 01).

Nation (n.d.) mentioned also that:

The positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading and writing, and where the teaching deals with items that learners see as being very relevant for the activity. (p. 2)

Learning vocabulary has a great effect on constructing text meaning and understanding the individual words since they are the building blocks of any text. In order to comprehend reading texts, some necessary words should be grasped. Campillo (n.d.) stated that both vocabulary learning and teaching are significant elements and teachers should not only choose different strategies and types of tasks to convey meaning but what is even more important, they help the learners to develop different systems of organizing lexical items in order to speed up learning and facilitate the storage retrieval of words as well as different techniques (e.g. contextual guesswork or the correct use of a dictionary) so as to allow them to become independent from the teacher and classmates, a necessary step towards learner autonomy.

7. The Goals of Vocabulary Learning
Although words are learned in different ways and consume a long period of time to be learned, but their learning is the main concern to every student who desires to be smooth in English.

Vocabulary learning has different goals. Nation (2001) stated that in order to identify vocabulary learning goals we ask the following: How much vocabulary do learners need to know? How many words are there in the language? How much vocabulary do you need to use another language?

7.1. The Amount of Vocabulary Learners Need to Know

According to Nation (2001), planning language courses are important to set the learning goals; it helps us to use the language freely. There are three kinds which help us to recognize how vocabulary needed to be taught: words which are existed in the language, words which are known by the native speakers and the words which are needed to use the language.

7.2. The Words that are Needed to be Used

According to Oxford dictionaries, it is impossible to count the number of words in a language because it is so hard to decide what actually counts as a word. For example, the word *dog (animal)* and *dog (verb means: "to chase someone")*. There are quarter of million distinct English words excluding the technical terms and the words which are not yet added in the published dictionaries.

Nation (2001) mentioned four ways to decide what words needed to be counted. The first way is *tokens*; they are the words which are used more than one time in the same sentence, then its single occurrence of it should be counted. For example, the sentence ‘*it is not simple to move it from your heart*’ contains ten words, although two of them are the same "it". For Nation (2001), words which are counted like this are called *tokens or running* words. While
The second manner are called **types**; Nation stated that the same sentence can be counted in another way and say that this sentence consists of nine words or *types* if we do not count the repeated word "it". The third way is **lemmas**; it is the basic form of the word, for example the singular form of a noun or the infinitive form of a verb, as it is shown at the beginning of a dictionary entry, this is the best way for counting, they are a step in the accurate way when trying to denote the learning burden in the counting of words. While the last manner is **word families**. He assumed (2001) that there are affixes that reduce the learning burden of the derived words such as *ness, un* and *ly*, these derived words are closely related to word families.

### 7.3. The Quantity of Vocabulary Learners Need to Use Another Language

According to Nation (2001), SLL need to know a great number of words; however, this is essential for long term not short term goal. This is because all the words are essential for all the learners. He assumed (2001) that the learners need to know all the words in order to function efficiently in English. The learners need to know these words to read basic texts as well.
Section Two: Course Book Evaluation

1. Definition of the Term Evaluation

2. Types of Materials Evaluation

3. Definition of Course book

4. The Role of Course Book in the EFL Classroom

5. The Aim of the Course Book Texts

6. The Different Options for Textbook Use

7. The Process of Course Book Evaluation

8. The Limits of Course Books

9. The Role of Textbook in Learning Vocabulary

Conclusion
Section Two: Course Book Evaluation

1. Definition of the Term Evaluation

According to the Longman Dictionary of Contemporary English (2001), evaluation is "the act of considering something to decide how useful or valuable it is". Whereas, Mertens (2005) as cited in Al-sowat (2012), defines the term evaluation as "the process of determining the merit, worth or value of something" (p. 340). According to Cunningsworth (1984) states that a course book is "a resource in achieving objectives and aims which have already been set in terms of learners’ needs" (p.7). Material evaluation plays a significant role in language learning and teaching, it helps the teachers to choose the appropriate material that suits them and their pupils. In addition to that, it allows the teachers to make a general review on its strengths and weaknesses.

2. Types of Materials Evaluation

According to Cunningsworth (1995), the textbook could be evaluated before, during or after its use depending on the reasons for which the evaluation carried out or undertaken.

He (1995) assumed that there are three types of material evaluation. First, the pre-use evaluation which means deciding which of the materials could be appropriate; it tends to be the most difficult kind since there is no actual experience of using the textbook before. Second, the in-use evaluation which means evaluating the course book while using it, Cunningsworth (1995) stated that in-use evaluation helps in “matching the course book against specific requirements including the student’s background, objectives, the resources available and so on” (p.14). Thirdly, the post-use evaluation, it gives the teachers with an overview about the strengths and weaknesses of the course book; Cunningsworth (1995) believed that this type of evaluation helps “to decide whether to use the same course book on
future occasions, particularly in respect of short self-contained courses which are repeated from time to time’’ (p. 14).

3. Definition of Course Book

Ur (1996, as cited in Nemati, 2009), defined course book as the following “course book means, a text book of which the teacher and each student has a copy and which is in principle to be followed systematically as the basis for a language course” (p. 91). However, Khalid, Zafar, and Saeed (2009) defined course book as “the visible, tangible and practical manifestation of the curriculum” (p. 1). In one side, William (1983) describes textbook as “a tool, and the teacher must know not only how to use it, but how useful it can be” (p. 254). While in the other side, Trujillo, Torrecillas and Salvadores (n.d.) identify course book as a “variety of texts and activities, rich visual design, procedures for continuous and final assessment, a clear statement of objectives and its relationship to texts and activities, etc” (p. 6).

4. The Role of Textbook in the EFL Classroom

Textbook is considered the most important component in any EFL classroom. It has crucial role in facilitating the teaching /learning process. The textbook provides good teaching materials; it is carefully researched and has reliable grammar, appropriate vocabulary and range of reading and writing tasks.

Cunningsworth (1995) argued that course book has multiple roles in ELT classrooms,

- a resource for presentation materials (spoken and written).
- a source of activities for learner practice and communicative interaction.
- a reference source for learners on grammar, vocabulary, pronunciation, and etc.
• a source of stimulation and ideas for classroom activities.
• a syllabus (where they reflect learning objectives that have already been determined).
• a resource for self-directed learning or self-access work.
• a support for less experienced teachers who have yet to gain in confidence.

(p.7)

Cunningsworth (1984) stated that the textbook can have multiple roles in English language teaching, it can act as a reserve for, presentation material and grammar, a facilitator for self-directed learning, and a support for less experienced teachers. Yet, a textbook should not be as the guiding principle for any syllabus. He (1984) stated that,

Course books … should not determine the aims themselves or become the aims. We are primarily concerned with teaching the language and not the textbooks. (p. 7)

5. The Aim of the Course Book Texts

The main aim of a textbook is to fulfill the students’ needs as L2 users, and to learn the most frequent words. Nemati (2009) stated that the main aim of course book is “to teach major skills in a balanced way especially in a context where English is a medium of instruction an important criterion would be that text books should provide balanced and systematic training in all language skills” (p. 95).

Ketlhoilwe (2006) mentioned three main aims of textbook,

To assist course developers to strengthen course evaluation, […] to assist environmental education course developers to monitor the effectiveness of the course as a whole, as well as different aspects of the course (such as orientation, methods used, materials, assessment practices) and […] assisting
course evaluators to determine evidence of professional competence, reflexivity and contributions to socio-ecological change (including responsiveness to socio-ecological issues and risks, and contextual needs). (p. VI)

6. The Different Options for Textbook Use

The teachers are the ones who know what suits their students. According to Jeremy Harmer (2001), teachers when they take look for their textbook, they have to make decision about what lessons needed to be taught. In other words, does the content of these lessons fit the students? Is there any kind of accurate activities in the book? And is there a logic progression of the lessons?

If the lessons’ sequence is logic the teacher will continue to use this book, but if it is not the teacher will make a decision what to do next. So that Grant (2005) put forward four main alternatives when the teacher fined that these texts are not suitable.

First, the teacher will omit the lessons which they are not suitable and substitute it with somewhat else. Grant’s second alternative is to replace the textbook lesson with one of the teacher’s own; this is a good alternative for both teachers and students. The third choice is add to what is in the book, this is the best way to break the students boredom; teacher may provide extra activities to engage the students with the topics. The final option is adaptation; the teacher will adapt what in the book using his own style.

Textbook should be used creatively; teachers sometimes add their ideas to these texts and from time to time they replace the textbook information with their or others ideas. In addition, they rarely leave out all the textbook lessons. Textbook use is one of the teacher’s main skills.
7. Purposes of Course Book Evaluation

In order to expand the learners’ variety of words, the course book must provide as many words as possible. Course book makes the learners familiar with the unknown vocabulary they may face. The course book ‘New Prospects’ is rich gratitude to the vocabulary it includes which the learners are needed to.

Tok (2010) stated two main reasons for textbook evaluation. Identifying the weaknesses and strengths of textbooks helps in the selection process of a textbook with the scope to reduce the negative effects and maximize the positive ones. In addition, textbook evaluation helps the teachers to identify the content of the book; this will be helpful for them to adapt it to suit the course aims, and learners’ interests.

Tok (2010) declared that,

Rea-Dickins and Germaine (1994, p. 4) state that evaluation is an intrinsic part of teaching and learning. Evaluation plays a key role in education and it is important for the teacher since it can provide valuable information for the future going of classroom practice, the planning of courses and management of learning tasks by students. Finally, evaluation is essential for the use of instructional materials such as textbooks. (p. 509)
Then, he (2010) mentioned another reason for textbook evaluation is that,

> It can be very useful in teachers’ development and professional growth. Ellis (1997) suggests that textbook evaluation helps teachers go beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material.

(p. 509)

Cunningsworth (1984) assumed that there are varieties of course book evaluation reasons. The main reason is the intention to adopt a course book; the other reason is identify strong points and weaknesses of the course book, in order that the best use can be made of its positive points, while its negative points could be strengthened via replacing another material from another books. He (1984) stated also that course book evaluation helps the teacher to have reliable insight to the nature of the material used.

Tok (2010) added that course book evaluation and analysis help the teachers to build up themselves. Furthermore, Hutchinson (1987) stated that the evaluation of materials play an important role in which the teacher will be able to examine their assumption about the nature of language learning, and helping them to confirm that materials are essential part of teaching and learning situation.

8. The Limits of Course Books

Since the course book has different advantages, it has also several limits. According to Trujillo, Torrecillas and Salvadores (n.d.),

Penny Ur (1996: 184 - 5) gives some reasons for and against the use of a textbook. In against using a textbook, she mentions its homogeneity and inadequacy for individual needs and objectives, its irrelevance and lack of
interest in many occasions, its limitation of initiative and creativity, its homogeneity and its over-easiness. (p. 6)

According to Harmer (1991), course books enforce learning styles and the subject matter on classes; in addition to that, teachers feel that they have little control. Harmer (1991) suggests also that course books’ “units and lessons often follow an unrelenting format so that students and teachers eventually become de-motivated by the sameness of it all. And in their choice of topics course books can sometimes be bland or culturally inappropriate” (p. 304).

Ming Chou (2010) mentioned that most English as a SL course books are well planned especially concerning the different kinds of activities; yet, they do not offer sufficient details in other aspects of language study. He (2010) clarifies his idea by an example, in which he said,

A good example would be in the study of grammar. The grammar section in each unit of the course book usually does not provide enough explanation or practice questions. Relying on the course book to provide the students with adequate knowledge of grammar would not be enough, especially when a teacher spends between two to three weeks to cover a single unit of the course book. This means that in a typical semester, students only receive between four to six different types of grammar instruction, a number far behind from what they could have been studying if the students had a grammar textbook where they can study a different unit every week with lots of practice activities. (p. 2)

In other words textbook does not provide the learners enough activities to be practice on, it is just concerned with presenting the theoretical part without providing are explaining via exercises or practices.
Tok (2010) stated that, “Allwright (1982) suggests that textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors” (p. 509).

9. The Role of Course Book Texts in Learning Vocabulary

Folse (2006) assumed that “ESL learners soon discover that their lack of vocabulary knowledge impedes their ability to comprehend or express themselves clearly in English. Researchers highlight the importance of vocabulary knowledge for second language (L2) learners in reading, speaking listening, and in writing” (p. 273). Texts are considered as good materials that play a crucial role in learning vocabulary and other skills. According to Tok (2010), “Hutchinson and Torres (1994) argues that the textbook has a very important and a positive part to play in teaching and learning of English. They state that textbooks provide the necessary input into classroom lessons through different activities […] they also provide the learners with a reference source on grammar, vocabulary and pronunciation” (p. 508). Ellis (1990) stated that texts provide good opportunities for learners to understand or guessing a given word easily through relating the word to variety of contextual clues. According to Zermane (2010), the researcher Scrivener (2005, p. 230) stated that “texts are often more useful for teaching lexis than lessons that focus on lexis as separated, stand-alone items without such surrounding language” (p. 22). Though, in order to keep students read these texts they should be more interesting and suitable for learners. Course book lessons should be sometimes replaced by alternative techniques to make learning process more enjoyable, such as: extensive reading, drama, storytelling, video viewing, and projects that involve the learners in using English to do things they want to do outside the classroom. According to Hutchinson and Torres (1994) textbook provide the necessary input into classroom lessons through different activities, readings and explanations. In addition to that, Bastanfar (2010) suggested that “Tomlinson (2001) reports that course book is the most
convenient form of presenting materials; it produces consistency and continuation, gives learners a sense of system, cohesion and progress, and helps teachers prepare and learners revise” (p. 162).

In general, course book is considered as an important instrument in the teaching/learning process and they are the most crucial manager of conveying the knowledge to the learners. According to O’Neill (1982), there are four main justifications and reasons behind the use of course book. First, a great apportion of materials even they are not designed for the students but they fit their needs. Second, course books permit the students to look forward and revive themselves with all what they have been dealt with before (past learning). Third, course books provided material which is well-presented in low-priced form. Fourth and last, well-made course books permit the creativeness and adaptation for teacher, as well as encourage students to create spontaneous interaction in the classroom. In other words, textbooks play an important role; they are useful and practical and students usually gained knowledge from reading it.

Conclusion

All in all, Course book as teaching material is very important in teaching and learning vocabulary. Learning large amount of words is crucial step for the learning a second language. Before vocabulary was ignored and it was believed that learners should master first different grammatical rules. This view no longer exists anymore since vocabulary gets the lights and considered as an important element of mastering the second language. Textbook is one of those materials which are considered as a useful tool in learning new vocabulary items.
CHAPTER TWO: FIELD OF INVESTIGATION

Introduction

1. Choice of the Method

2. The Students’ Questionnaire
   2.1. The Sample
   2.2. Description of the Questionnaire
   2.3. Administration of the Questionnaire
   2.4. Analysis of the Questionnaire
   2.5. Discussion of the Results

3. Teachers’ Questionnaire
   3.1. The Sample
   3.2. Description of Teachers’ Questionnaire
   3.3. Administration of the Questionnaire
   3.4. Analysis of the Questionnaire
   3.5. Discussion of the Results
Introduction

The present study is an attempt to examine third year students and teachers’ attitudes towards the course book ‘New Prospects’ to know whether the course book texts are helpful in learning new vocabulary items. This chapter explains the method used to carry out this study. In addition, it identifies the sample and a description of the students and the teachers’ questionnaires as well as the analysis and the interpretation of the results obtained.

1- Choice of the method

To carry out this study, we have selected the descriptive method. It is descriptive since it aims at describing the correlation between two variables: the vocabulary knowledge as the independent variable and the course book texts as the dependent variable. According to Dornyei (2003) the researcher Brown defines questionnaires as the following; they “are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (p.6). They have many advantages, as we know they allow us to collect large amount of data easily and in short period of time i.e. they are time constraint. Dornyei (2003) mentioned several advantages of questionnaires; he (2003) said that “The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources […] They are also very versatile, which means that they can be used successfully with a variety of people in a variety of situations targeting a variety of topics” (p. 9-10).
2-The Students’ Questionnaire

2-1-The Sample

The target population of this study is third year secondary school pupils at Zinai el Hadj Belkassem and Asma Bint Abi Baker el Saddik in Ain el Beida, for the academic year 2014. We have chosen third year secondary school pupils because they are the ones who can identify the strengths and weaknesses of their course book texts since they are using it. Practically, it is impossible to study the whole population that is why we have selected a sample made up of thirty (30) students to represent the entire population.

2-2-Description of the Questionnaire

The students’ questionnaire is composed of twenty (20) multiple-choice and open-ended questions which are divided into five parts as follows:

Part One: Background Information (Q1-Q3)

This part consists of three questions: the first is about pupils’ orientation and the second is about their English preferences. Concerning the third question, it is about pupils’ choices in learning foreign languages.

Part Two: Vocabulary Learning and Teaching (Q4-Q9)

The aim of this part is to see how much learning new vocabulary items are important for the pupils. Firstly, Q4 aims at discovering whether the pupils want to enrich their vocabulary knowledge. Secondly, Q6 is about stating some sources of learning new vocabulary items. Thirdly, Q7 aims to find out whether their teachers give any kind of importance to teach them new words. The Q8 and Q9 are about teachers’ methodology which they are used to employ in order to develop their vocabulary knowledge.
Part Three: Pupils’ Attitudes Towards the ‘New Prospects’ Course Book (Q10-Q12)

The aim of this part is finding out the way pupils view their course book. The Q10 aims at discovering what the pupils’ interests in their course book and Q11 is about how the pupils found their course book texts. Whereas, Q12 aims to find out which type of texts the pupils’ prefer.

Part Four: Pupils’ Attitude Towards Learning Vocabulary Through Course Book Texts (Q13-Q20)

The aim of this part is to identify pupils’ views about learning vocabulary via course book texts. The Q13 aims to identify whether course book texts help the pupils to induce the unknown meaning of the difficult words that they may face. Also, Q14 and Q15 aim at founding out whether course book texts build pupils’ vocabulary. The Q16 is about whether the pupils see that course book texts contain new words or not. In addition, Q17 aim to find out whether the new words the pupils learn are difficult to understand. Furthermore, Q18 and Q19 seek to know whether the pupils inquire any kind of help and if they do, whether they are they going to request help from their colleagues, their teachers, check into dictionary or using other techniques. Whereas, Q20 seek to find out whether the activities and lessons of ‘New Prospects’ provide the pupils with the vocabulary they need.

Part Five: Further Suggestions

The Q21 is about giving any kind of suggestions concerning the study we carried out.

2.3. Administration of the questionnaire

The questionnaire was administered to the sample of third year foreign languages pupils. They answered the questionnaire in the session of ‘English’ at 9:00. The answered copies were given back at the end of each session.
2.4. Analysis of the questionnaire

**Part one: Background Information**

Q1: Are you

a- Foreign Languages student  

b- Language Sciences student

Table 1

Pupils’ Orientations

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<tr>
<td>Language sciences</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 shows that all the pupils are foreign languages (100%). Actually we have chosen those pupils of foreign languages because they are the ones who have the ability to put their fingers on the strengths and weaknesses of the ‘New Prospects’ course book texts since they are using it more than those of language sciences.

**Figure 3: Pupils’ Orientations**
Q2: Do you like the English language?

Table 2

Pupils’ Feelings Toward English Language

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</tbody>
</table>

The table 2 shows that almost all of the pupils (70%) like the English language. This may confirm that the majority are motivated towards learning English language. While, others (23.33%) mentioned that they neither like it nor dislike it, whereas the rest of the pupils (6.66%) stated that they dislike it, may be this result is due to the lack of motivation or lack of interest.

Figure 4: Pupils’ Feelings Toward English Language
Q 3: Is it your desire to study Foreign Languages?

Table 3

Pupils’ Self-choice for Studying Foreign Languages

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>No</td>
<td>09</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

From this table we can state that approximately all the pupils (70%) agree that they are the ones who have chosen to study foreign languages. While the rest (30%) have mentioned that it was not their desires. This result may be the main reason behind the pupils’ difficulties they face concerning foreign language learning.

Figure 5: Pupils’ Self-choice for Studying Foreign Languages
**Part two: Vocabulary Learning and Teaching**

Q4: Is it important to you to acquire new lexical items?

Table 4

**Importance of Acquiring New Items**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The glance at table 04 shows that all the pupils (100%) give much importance to acquire new items. In other words, they want to enrich their vocabulary knowledge. Probably they find themselves lost concerning their language development. From the results the table shows, we can assume that they may face difficulties when they come to write or even to speak due to the lack or the emptiness of vocabulary repertoire.

*Figure 6: Importance of Acquiring New Items*
Q5: Please, justify your answer.

Table 5

The Reasons Behind Pupils’ Views on the Importance of Acquiring New Items

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Development</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>09</td>
<td>30</td>
</tr>
<tr>
<td>Enrich their repertoire</td>
<td>06</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

All the Students (100%) who answered “Yes” in the previous question gave different reasons for their answers. The most important reason is mentioned by (50%) of pupils, who stated that they find learning new items as the key for their language development. The second reason that is mentioned by the pupils (30%) is that learning new words permits them to communicate effectively with native speakers, however; the rest of the pupils (20%) stated that they prefer to enlarge their repertoire and understand the movies they watch and the songs they hear.

Figure 7: The Reasons Behind Pupils’ Views on the Importance of Acquiring New Items
Q 6: State three sources of acquiring new lexical items.

Table 6

Sources of Acquiring New Items

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course book texts</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Dictionary</td>
<td>06</td>
<td>20</td>
</tr>
<tr>
<td>Internet, Teachers and Television</td>
<td>06</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Most pupils (60%) stated that course book texts are the main source of acquiring new items. While others (20%) assert that they prefer dictionary use. The rest (20%) of the pupils mentioned that the internet, the teacher and the television are the main source to learn new words. May be the pupils are attracted more to those entertainment methods that help them in enlarging their vocabulary knowledge, so perhaps they found that course book texts are somehow boring.

Figure 8: Sources of Acquiring New Items
Q 7: Did your teachers give importance to teach you new items?

Table 7

Teachers’ Views About the Importance of Teaching New Items

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>96.66</td>
</tr>
<tr>
<td>No</td>
<td>01</td>
<td>3.33</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The glance at table 07 shows that the majority of the pupils (96.66%) agree that their teachers give much importance to teach them new words, however; some of them (3.33%) stated that they do not; probably their teachers do not provide them with the appropriate methodology which suits their needs and their levels.

Figure 9: Teachers’ Views About the Importance of acquiring new items
Q 8: How are your teachers used to teach you new items?

Table 8

The Way Teachers are Used to Teach New Items

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrations and examples</td>
<td>13</td>
<td>43.33</td>
</tr>
<tr>
<td>Gestures</td>
<td>07</td>
<td>23.33</td>
</tr>
<tr>
<td>Defining words</td>
<td>10</td>
<td>33.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of the pupils (43.33%) stated that the majority of their teachers used to give illustrations and examples to teach them new words, while (23.33%) assumed that teacher used to define items through the use of gestures. The rest of the pupils (33.33%) affirm that before the beginning of any section their teachers used to define each word that is not clear related to that section and sometimes they tailing stories or using some drawings on the board.

Figure 10: The Way Teachers are Used to Teach New Items
Q 9: Is the methodology they use beneficial or not?

Table 9

Pupils’ Views About the Usefulness of the Teachers’ Methodology

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>96.66</td>
</tr>
<tr>
<td>No</td>
<td>01</td>
<td>3.33</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The table 09 shows that most of the pupils (96.66%) mentioned that their teachers’ methodologies are useful. They assumed that they enlarge their vocabulary knowledge due to these methodologies and 3.33% see that they are not useful at all, they do not benefit from them. May be the pupils see that teachers’ methodologies are not appropriate and they do not meet their needs, so that the cause behind the inappropriateness of choosing the right methodology is the main reason behind pupils’ luck of vocabulary.

Figure 11: Pupils’ Views About the Usefulness of the Teachers’ Methodology
Part three: Pupils Attitudes Towards Course Book.

Q 10: What interests you in your course book?

Table 10

Pupils’ Interests in Their Course Book

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Grammar</td>
<td>03</td>
<td>10</td>
</tr>
<tr>
<td>Orthography</td>
<td>02</td>
<td>6.66</td>
</tr>
<tr>
<td>a-b</td>
<td>05</td>
<td>16.66</td>
</tr>
<tr>
<td>a-c</td>
<td>01</td>
<td>3.33</td>
</tr>
<tr>
<td>b-c</td>
<td>01</td>
<td>3.33</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in table 10 show that the superiority of the pupils’ (60%) interests goes to vocabulary selection, they find that learning new items is the best method that makes them speak and communicate effectively with others, While 10% of them stated that they give much importance to grammar since it allow them to enhance their writing proficiency. In other side, 6.66% of the pupils mentioned that their interest is orthography, may be their main interest is to develop their pronunciations. Others 19.99% mentioned vocabulary but with other options (Grammar and Orthography) may be the reason behind this choice is they see that vocabulary, grammar and orthography cannot be separated, they are considered as one body.
Figure 12: Pupils’ Interests in Their Course Book

Q 11: Are the texts in your course book attractive?

Table 11

Rate of Pupils Who Think that the Course Book Texts are Attractive

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>86.66</td>
</tr>
<tr>
<td>No</td>
<td>04</td>
<td>13.33</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 11 shows that most of the pupils (86.66%) think that the course book texts are attractive, while others (13.33%) think that they are unattractive. This difference in the views may be related to the diversity of topics that attract some pupils and do not attract others.
Figure 13: Rate of pupils who think that the course book texts are attractive

Q 12: What are your favorite texts?

Table 12

Pupils’ Favorite Texts

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical</td>
<td>03</td>
<td>10</td>
</tr>
<tr>
<td>Story</td>
<td>14</td>
<td>46.66</td>
</tr>
<tr>
<td>Scientific</td>
<td>05</td>
<td>16.66</td>
</tr>
<tr>
<td>Political</td>
<td>01</td>
<td>3.33</td>
</tr>
<tr>
<td>Cultural</td>
<td>01</td>
<td>3.33</td>
</tr>
<tr>
<td>a-b</td>
<td>01</td>
<td>3.33</td>
</tr>
<tr>
<td>b-c</td>
<td>04</td>
<td>13.33</td>
</tr>
<tr>
<td>d-e</td>
<td>01</td>
<td>3.33</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in the table 12 shows that the majority of pupils stated that the topics which motivate them are those about stories (46.66%) and science (16.66%) may be because they meet their needs and get their interests. In other words, may be the pupils see that that
these texts are short and not long like those which are about **history** and **culture**, so they are not boring, easy to read, to grasp and they facilitate the learning of new words that are related to those texts. That is to say, whenever the texts are more attractive and short the more pupils’ understanding and learning of new vocabulary items will be increase. Other pupils (10%) agree that **historical** texts are more desirable, may be they like those texts which are about ancient civilizations. 6.66% state that they prefer **cultural** and **political** texts. The rest of the pupils stated that there preferable texts are **historical** and **story** (3.33%), **story** and **scientific** (13.33%), **political** and **cultural** (3.33%).

![Figure 14: Pupils’ Favorite Texts](image)

**Part four: Pupils attitudes Towards Learning Vocabulary Through Course Book Texts.**
Q 13: Do course book texts help you to induce the unknown meaning of the difficult words you may face?

Table 13

Rate of the Pupils Who Think that Course Book Texts Help them to Induce the Meaning of the Difficult Words

<table>
<thead>
<tr>
<th>Options</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>56.66</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>43.33</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The table 13 shows that the majority of the pupils (56.66%) stated that course book texts are very useful in inducing the difficult words, whereas other pupils (43.44%) disagree and find that most of the texts do not help them to identify the exact meaning of the new words that they may face, may be the main reason behind this is that they find that most course book texts are much complex and difficult to read, so that they depend on the methods that suit them, such as asking their teachers to give a brief explanation using their simple words or check into the dictionary.

Figure 15: Rate of the Pupils Who Think that Course Book Texts Help them to Induce the Meaning of the Difficult Words
Q 14: Do you think that course book texts are important to build your vocabulary?

Table 14

The Importance of Text Book to Build Pupils’ Vocabulary Knowledge

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The table 14 shows that all the pupils (100%) agree that the ‘New Prospects’ texts help the pupils to develop and build their vocabulary knowledge, they have any kind of doubt that course book texts do not help them to enhance their vocabulary knowledge. Perhaps the course book texts provide them with several new words that they have never seen before. Also, course book texts give them the opportunity to know and acquire those words easily without depending on others methodologies or techniques.

Figure 16: The Importance of Text Book to Build Pupils’ Vocabulary Knowledge.
Q 15: Please, justify your answer.

Table 15

Clarifications About the Importance of Learning New Vocabulary Through Course Book

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the pupils with new words</td>
<td>17</td>
<td>56.66</td>
</tr>
<tr>
<td>Texts are short and not boring</td>
<td>07</td>
<td>23.33</td>
</tr>
<tr>
<td>Enjoying reading texts and get new words easily</td>
<td>06</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

All the pupils asserted that course book texts are important to build their vocabulary knowledge due to different reasons. 56.66% of them have mentioned that course book texts provide them with the new words they need. May be the reason behind this justification is that they find themselves are better in communication more than before. While others (23.33%) assumed that most of the texts are short and not boring and not complicated. The rest of the pupils (20%) stated that they enjoying reading it and gain all the kinds of new items easily since each text they read deal with different topic.
Figure 17: Clarifications About the Importance of Learning New Vocabulary Through Course Book

Q 16: Do you find new items introduced in these texts?

Table 16

Rate of Pupils Who Think that there are Many New Items Introduced in the Text Book

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The table 16 shows that all the learners (100%) agree that all course book texts provide them with new items. They stated that in each text they read they face different words that they have ever seen before. They see that the ‘New Prospects’ does not provide different topics only but it provides the pupils also with the vocabulary they need. In other words, whenever the pupils face different text the more new words are acquired and learned.
Figure 18: Rate of pupils who think that there are many new items introduced in the text book

Q 17: If yes, do you find them difficult to understand?

Table 17

The Difficulty of Understanding New Words

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>86.33</td>
</tr>
<tr>
<td>No</td>
<td>04</td>
<td>13.33</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The table 17 shows that almost all the pupils (86.33%) find a difficulty in understanding the new items. Since most of text book are long such as those about culture and history, the pupils cannot concentrate on all item and comprehend all of them at once. In other words, course book texts cause difficulties and they neither get students interests nor fit their needs and level. Others and few of them (13.33%) assumed that they do not face any kind of difficulty in understanding the new items that are introduced in course book texts.
Q18: When you do not understand them, do you inquire any kind of help?

Table 18

Rate of the Pupils Who Think that they can Inquire Help

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

This table 18 shows that all the pupils (100%) when they face the problem of misunderstanding the new items they ask for help. The results show the pupils desire in to learn new words and develop their vocabulary repertoire no matter the mean or the methodology is.
Q 19: If “yes”, do you

a- Ask your colleagues?
b- Ask your teacher about its meaning?
c- Check into the dictionary?
d- Other.

Figure 6

Importance of Acquiring New Items

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask your colleagues</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Ask your teacher about its meaning</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Check into the dictionary</td>
<td>10</td>
<td>33.33</td>
</tr>
<tr>
<td>Other: Internet</td>
<td>05</td>
<td>16.66</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
The questionnaire shows that majority of the pupils choose to ask their teacher (50%) or check into the dictionary (33.33%), whereas asking their colleagues is not the best way to get the exact meaning, so maybe they consider that the teachers and the dictionary are the certain sources to acquire new item. The rest of the pupils (16.66%) choose another method which is checking into the internet.

![Figure 21: The Alternative Methods to Learn New Items](image)

Q 20: Do you think that the activities and lessons of New Prospects provide you with the vocabulary you need?

Table 20

Rate of Pupils Who Think that Course Book Lessons and Activities are Helpful in Learning Vocabulary

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>73.33</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Somehow</td>
<td>08</td>
<td>26.66</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
The table 15 shows that the majority of the pupils (73.33%) agree that course book lessons and activities are helpful in learning vocabulary. They stated that since the New Prospects provide them with different texts and each text has different topic, therefore; this topic will include many items that the pupils acquire. From the results we reveal that course book texts are essential means that help the pupils to learn new items and develop their vocabulary knowledge and repertoire easily. However, other pupils (26.66%) find that some of the activities are helpful and others are not.

![Figure 22: The Pupils Who Think that Course Book Lessons and Activities are Helpful in Learning Vocabulary.](image)

**Part five: Further Suggestions.**

**Q 21:** If you have any kind of comment, please write it down.

Most of the learners stated that their wish is to develop their vocabulary knowledge and using the English language effectively. They have mentioned that the course book ‘**New Prospects**’ opens the doors to teach them with the unlimited number of new items that they have ever seen or heard before. In addition to that, they assumed that most texts are short, understandable and not boring because they do not require long time to read.
2.3. Discussion of the Results

On the light of the obtained results from the pupils’ questionnaire, we note that:

- The entire pupils (100%) stated that it is important to them to learn new items and develop their vocabulary knowledge.

- All the pupils (100%) assumed that learning new words is the key for their language development. They have mentioned that through acquiring new and different words, they will be capable of communicating easily with foreign people without facing any kind of help.

- The majority of the pupils (60%) stated that course book texts are the main source to acquire new items.

- The superiority of the pupils (96.66%) assumed that their teachers provide them with the appropriate methodologies that help them to learn new items.

- The majority of the pupils (43.33%) state different methodologies that the teachers provide such as, illustration, the use of gestures and providing words meanings.

- The majority of the pupils (96.66%) agree that teachers’ methodologies are beneficial.

- All the pupils (100%) have mentioned that **vocabulary** is the important thing that attracts them more than grammar and orthography.

- The majority of the pupils (86.66%) see that course book texts are attractive.

- Texts which are about stories and science are more preferable and attractive for about 63.32% of the pupils.

- The greater part of the pupils (56.66%) affirm that course book texts help them to induce the unknown meaning that they may face.
- The entire number of the pupils (100%) assert that course book texts are very important because they help them to build their vocabulary knowledge.

- All the pupils (100%) agree that many new items are introduced in each course book text.

- The majority of the pupils (86.33%) find difficulty in understanding new items.

- The greater number of pupils (73.33%) agree that course book lessons and activities are very helpful in learning vocabulary.
3. Teachers’ Questionnaire

3.1. The sample

Obviously, it is somehow difficult to extract the information from the whole population; a sample of twenty (20) teachers of secondary school has been chosen to represent the whole population. We have chosen teachers of secondary school for the simple reason that they have enough experience in teaching the module of English and they can provide us with sufficient information about the course book ‘New Prospects’ and its effects.

3.2. Description of Teachers’ Questionnaire

The teachers’ questionnaire is composed of 23 (Twenty Three) multiple and open-ended questions divided into five (5) sections.

*Part One: Background Information (Q1-Q2)*

The first section is made up of three questions: the first one seeks information about teachers’ qualification, while the second is about knowing the teachers’ experience in teaching English language.

*Part Two: Vocabulary Learning and Teaching (Q3-Q7)*

This section aims at gathering information about learning and teaching vocabulary. Firstly, Q3 seeks to know whether there is a difference between learning and teaching or not. Secondly, Q4 is about defining both learning and teaching vocabulary. Thirdly, Q5 is about knowing whether the pupils have previous vocabulary knowledge. Whereas, Q6 seeks to find out whether the teachers help their pupils to learn new items. Finally, Q7 is about stating some sources of acquiring new words that the teacher used to follow.
Part three: Evaluation of English Language Course Book (Q8-Q16)

This section aims to investigate whether course book texts provide new items to third year secondary school pupils. Primarily, Q8 seeks to find out whether the course book New Prospects is useful or not and Q9 aims to see whether the topics of course book texts are attractive. While, Q10 and Q11 are about stating some topics that get the pupils attention. In other hand, Q12 and Q13 seek to find out whether course book texts fit the pupils level. Even as Q14 is about finding if course book texts contain short or long texts. Finally, Q15 and Q16 are about the size of texts that the teacher sees more appropriate for his pupils.

Part Four: The Role of Course Book Texts in Learning Vocabulary (Q17-Q21)

This section aims to examine whether course book texts provide the pupils with the vocabulary they need. To begin with Q17, it seeks at finding out whether or not the course book texts offer some vocabulary knowledge. Whilst, Q18 aims to find out whether or not course book texts present different items. Also, Q19 looks for finding out if the pupils know their meanings. Whereas, Q20 is about showing whether the teacher finds difficulty to clarify the new words that the pupils face in each text they learn. Though, Q21 intends to discover if the course book texts help the pupils to acquire new items and enlarge their size of vocabulary.

Part Five: Further Suggestions (Q23)

The Q23 is about giving any kind of suggestions concerning the study we are carried out

3.3. Administration of the Questionnaire

The questionnaire was given to 20 (Twenty) teachers of English at four secondary schools: Zinai el Hadj Belkassem, Asma Bint Abi Baker El Sddik, Lakhder Boukaffa and Brakniya in Ain el Beida. We have chosen secondary school teachers because they have
been teaching English for a considerable period of time and hence they have the experience that makes their answers beneficial for the completion of the present research.

3.4. Analysis of the Questionnaire

*Part One: Background Information*

1- What is your qualification?

**Table 21**

Teachers’ Qualification

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>License</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Master</td>
<td>02</td>
<td>10</td>
</tr>
<tr>
<td>PHD</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Magister</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The table (21) shows that the majority (90%) of the teachers have license degree, so they may have the experience in using the ‘New Prospects’ course book that may help us to carry out this study.

![Figure 23: Teachers’ Qualification](Image)
2- How long have you been teaching English?

a- Less than 5 years  b- Between 5 and 10  c- Between 10 and 15  d- More than 15 years

Table 22

Teachers’ Teaching Experience

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>02</td>
<td>10</td>
</tr>
<tr>
<td>Between 5 and 10 years</td>
<td>04</td>
<td>20</td>
</tr>
<tr>
<td>Between 10 and 15 years</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

This table (22) shows that the superiority of the teachers (70%) have between 10 to 15 years as a teaching experience and 20% of them have from 5 to 10 years in teaching English, while 10% have less than 5 years in teaching. Those teachers, who had long experience about using the New Prospects, will be able to determine the positive and negative sides of the course book.

Figure 24: Teachers’ Teaching Experience
Part Two: Vocabulary learning and Teaching

3- Is there a difference between vocabulary learning and teaching?

Table 23

Rate of Teachers’ Views about Vocabulary Learning and Teaching

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>04</td>
<td>20</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table (23), we can say that the entire (Twenty) teachers (100%) assume that there is a difference between teaching and learning vocabulary.

4- If ‘yes’, please define both of them.

The majority of the teachers (80%) give no answers concerning the definition of both learning and teaching vocabulary, while others (20%) stated that teaching vocabulary aims at developing more than one skill (listening, speaking, reading and writing) whereas vocabulary learning tackles only one aspect of teaching. Other teachers mentioned that vocabulary
learning is the acquisition of words, in other words learning is the acquisition of knowledge either from a teacher or from others sources, while teaching is the presentation of new words i.e. it is the act of imparting knowledge to a student. May be the teachers meant that teaching is when the information moves away from someone, while learning is when the information moves towards someone.

5- Do your pupils acquire some vocabulary knowledge?

Table 24

Rate of the Pupils Having Some Vocabulary Knowledge

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>03</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>07</td>
<td>35</td>
</tr>
<tr>
<td>Little bit</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

From this table (24), we assume that half of the teachers (50%) stated that their pupils have little bit of vocabulary knowledge, may be they see that they luck some vocabulary knowledge. Moreover, 35% of teachers said that their pupils do not have any vocabulary knowledge at all. The rest of the teachers (15%) mentioned that they have some vocabulary knowledge.
6- Do you help them in learning new items?

Table 25

Teachers Helping their Pupils to Learn New Items

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table (25), we assume that the total number (20) of teachers (100%) are doing their jobs and help their pupils to learn new items since vocabulary is the cornerstone of language development and it is important for them to enrich their vocabulary repertoire and talk effectively using the foreign language when they become at the university level.
7- **State the strategies you provide to teach them new items.**

All the teachers (100%) provide us with different strategies that used to teach their pupils. The majority of teachers (60%) have mentioned the following strategies: flash cards, visual games, prediction techniques, dictionary, textbook, relating the words to the real life situation and using repetition. Moreover, (20%) have mentioned the following strategies: word association such as word map, pictures and songs and deducing the meaning from the context. These techniques that the teachers apply seem to be very helpful for the pupils. Here we can say that teachers do their best in order to enhance pupils’ curiosity concerning learning new words and enrich their vocabulary repertoire.
8- Do you see that the use of course book useful?

Table 26

Teachers’ Views about the Usefulness of the Course Book ‘New Prospects’

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

From this table (21), we state that all the teachers (100%) believe that the course book ‘New Prospect’ is very useful. May be it is the main source they depend on while teaching.

Figure 28: Teachers’ Views about the Usefulness of the Course Book ‘New Prospects’
9- Do the topics of the third year course book texts attract the pupils?

Table 27

Teachers’ Views About Text Book Attractiveness

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>No</td>
<td>02</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

From this table (22), we assume that there are different views concerning the text book attractiveness. The majority of teachers (90%) agreed that course book texts are attractive and 10% stated that they are not attractive. The main reason behind these results may be related to the kinds of topics the course book texts contain. In other words, those teachers who agree that course book texts are attractive, may see that those texts deal with a variety of topics, so that the pupils each time are supposed to learn new items related to those topics. However, those teachers who disagree, may be they find that even those texts are dealing with different topics, but they still boring and unattractive.

Figure 29: Teachers’ Views About Text Book Attractiveness
10- If ‘yes’, please say which type/kind of topics?

The most of teachers (50%) provide us with some topics that attract the pupils’ attention such as: topics of ethics, feelings and emotions, economics, business and politics. Whilst, other teachers (40%) have mentioned other issues such as: social relationship, fashion, food, history and sports. The main reason behind teachers choice is that may be because these topics are more suitable for pupils’ age and level.

11- If ‘no’, please justify your answer.

Teachers (10%) who reject the idea that course book texts are attractive, have mentioned that most texts are boring and old fashioned. In other words, they do not suit the pupils’ level and do not meet the pupils’ needs and interests.

12- Do the course book texts fit the pupils’ level?

Table 28

Teachers’ Views About Text Book Suitability

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>No</td>
<td>07</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

From the results in table (28), we can say that the majority of teachers (65%) stated that course book texts fit the pupils’ level, whereas others (35%) affirm that they are suitable for pupils’ level. May be they believe that the pupils face difficulties while reading the course book texts.
13- Please, justify your answer.

Those teachers who said ‘no’ (35%) stated that texts are higher than the pupils’ level and they do not reflect pupils’ level. While those who said ‘yes’ (65%) believed that pupils do not have much difficulty in understanding the general idea of any text, sometimes they may encounter some troubles with some new words but generally this does not hinder them from getting their full understanding from the texts.

14- Does the course book contain long or short texts?

Table 29

Teachers’ Views About Texts’ Length

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long</td>
<td>07</td>
<td>35</td>
</tr>
<tr>
<td>Short</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

From the results in table (29), we can say that the majority of teachers (65%) state that course book contains short texts more than long ones, while other teachers (35%) affirmed
that course book includes long texts. May be the teachers used just those texts which are short because they are more helpful for their pupils. Whereas, those who used long texts may be they think that whenever the text is long, the process of pupils learning new items will be enhanced.

Table 31: Teachers’ Views About Texts’ Length

15- Which one do you prefer?

Table 30

Teachers’ Text Length Preferences

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Short</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table 30, all the teachers (100%) prefer short texts over long ones. May be they see that long texts are boring and need considerable amount of time to read and understand each word, it will be difficult for the pupils to learn all of those items at once.
16- Whatever your answer is, please say why?

All the teachers (100%) believed that long texts make the pupils get bored, especially when they contain a variety of new items. These new items make the pupils confused and cannot understand all of them. They have mentioned stated that short texts are more attractive and they are more practical and provide better grasp and create less confusion.

*Part four: The Role of Course Book Texts in Learning Vocabulary*

17- Do course book texts provide new items?

Table 31

Teachers Views About Course Book Texts Presentation of New Items

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
The table 31 shows that all the teachers (100%) agree that course book texts provide new items. May be the reason behind this result is that the teachers see that those texts provide the pupils with the vocabulary knowledge they need since they will study at the university level and they need to build up their repertoire in order to communicate effectively in the target language in case they choose to specialize in English.

![Figure 33: Teachers Views About Course Book Texts Presentation of New Items](image)

18- Are these new items introduced in each text they study?

Table 32

Teachers’ Views About the Presence of New Items in Each New Text

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

All the teachers (100%) stated that in each text there are several items introduced. Since each text contains different topics so the pupils are expected to meet and learn new items each time they learn them.
19- Do the pupils know their meanings?

Table 33

Teachers Views about the Pupils’ Familiarity with the New Items

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>04</td>
<td>20</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of the teachers (80%) stated that their pupils do not understand the new words’ meaning. May be the reason behind this result is that the teachers find that the pupils lack the vocabulary knowledge. In other words, their repertoire is poor. Whereas, other teachers (20%) believed that their pupils understand the meaning of the words.
20- If ‘no’, do you find it easy or difficult to clarify these new items to the pupils?

Those teachers who said that their pupils do not understand the new words that are contained in course book assumed that they find it easy to identify them. They have mentioned that if the new words were the jargon, they would explain them and if they were not they would be selective. In other words, if the teachers find that the new words are clear and do not need any kind of explanation, here it will be their own choices to select whatever they want and this is what makes it easy. Others affirmed that they rely on gestures, facial expressions, plans, drawings and diagrams.
21- Do you think that course book texts help the pupils to acquire new items and enlarge their size of vocabulary?

Table 34

Teachers’ Perceptions of the Role of Course Book Texts in Enlarging Pupils’ Size of Vocabulary

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

All the teachers (100%) agree that the course book texts help the pupils to enlarge their vocabulary knowledge and size since the texts are dealing with different topics, so the pupils are expected to learn these new words.

Figure 36: Teachers’ Perceptions About The Role of Course Book Texts in Enlarging Pupils’ Size of Vocabulary
22- If ‘yes’, how is that and if ‘no’, why?

The total number of teachers (100%) believed that course book texts help the learners to acquire new items since these items are used in the context which helps the pupils get them easily. Most of them (70%) stated that they help the fulfillment of the communicative objective such as the writing assignment. Moreover, others (30%) affirm that each text has its topic and each topic has its items, in other words the pupils are exposed to a variety of new words.

Part Five: Further Suggestions

Most of the teachers (80%) assert that course book texts should be reviewed and a bit facilitated. Others (20%) said that it’s a very interesting topic and they really appreciate it because evaluating text books attain their goals.
3.5. Discussion of the Results

In the light of the obtained results from the teachers’ questionnaire, we note that:

- All the teachers (100%) believed that the course book ‘New Prospects’ is very useful.
- All the teachers (100%) stated that they provide different strategies to enhance pupils’ vocabulary knowledge.
- The majority of teachers (90%) assumed that course book texts are much attractive.
- Teachers (50%) assumed that the topics that attract pupils’ attentions are those about ethics, feelings and emotions, economics, business, politics, social relationship, fashion and sports.
- The superiority of teachers (65%) stated that course book texts fit the pupils’ level.
- The majority of teachers (65%) stated that ‘New Prospects’ contain short texts more than long ones. These short texts are better than long ones since they are not boring and do not make any kind of confusion.
- All the teachers (100%) believed that course book texts provide different items since each text deals with different topic.
- All the teachers (100%) agree that there are varieties of words that are introduced in each course book text.
- Teachers (80%) claimed that their pupils suffer from the misunderstanding of the new items that are introduced in course book texts.
- All the teachers (100%) agree that course book texts help the pupils to enlarge their vocabulary knowledge.
PEDAGOGICAL IMPLICATIONS

These are some pedagogical implications of the current research:

1- The findings of this study show that there is an enhancement concerning learning vocabulary throughout course book texts. This entails that course book texts are designed to enhance learning vocabulary. Teachers therefore can use course book texts as an educational instrument for the language learning process.

2- Course book texts provide a chance for pupils to learn vocabulary in pleasurable ways. Teachers and pupils need to reject the idea that course book texts are boring, not attractive and do not fit the pupils’ level.

3- As course book texts play an important role in developing and enlarging pupils’ vocabulary repertoire, this entails that course book texts give teachers the opportunity to engage their pupils in more motivated and attractive way in learning foreign language easily better than those traditional teaching methods that often make the pupils feel themselves in a dilemma.

4- This study focuses on the teachers’ and pupils’ attitudes towards enhancing pupils’ vocabulary through course book texts ‘New Prospects’. Course book has been shown to have advantages in mastering English language easily and to develop a large amount of vocabulary through different ways.

5- According to Cunningsworth (1984), Course book texts provide different materials that suit the pupils’ level and fit their needs. They allow the pupils to look further and renew all what they had already dealt with. In addition to that, they provide the teachers with well-presented materials, creativeness and adaptation.

6- He stated that text book can have multiple roles in English language teaching, it presents material, grammar and vocabulary. Also, it is considered as a facilitator for
learning, and a support for inexperienced teachers. Therefore, the role of course book
texts in enlarging pupils’ vocabulary knowledge cannot be denied.
GENERAL CONCLUSION

This work aims at examining the role of course book ‘New Prospects’ in learning vocabulary knowledge i.e., whether they are helpful in learning English vocabulary or not.

After analyzing and interpreting all the results in this study concerning the role of secondary school course book texts in developing EFL learners’ vocabulary knowledge, the results we have reached makes our hypothesis confirmed. The total number of teachers and pupils approve that all course book texts are attractive and provide the pupils’ with new items since it contains different texts with different topics and each topic with a variety of new items. This shows that there is a positive connection between vocabulary and course book texts. In other words, course book texts are the significant tool for the development of pupils’ vocabulary knowledge.

Limitations of the Study:

1. The main problem was time constraints; extended time would be very helpful for conducting this study on larger sample of pupils and teachers to get more reliable results.

2. The second limitation is absences. Since the baccalaureate exam will be soon, different problems faced our study.

3. The third limitation is the method of investigation, it would be better to conduct an experimental method because it will be more helpful in providing valid and correct results rather than a questionnaire which can not reflect the pupils’ real viewpoints.

Suggestion for Further Studies:

For future studies, this study would be better if it is carried out through an experimental method to test the appropriateness of the findings to a larger population.
List of References


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The Internet TESL Journal, XVI (11), 1-4.


language proficiency and Iranian EFL learners’ knowledge of vocabulary depth versus vocabulary breadth. Latin American Journal of Content and Language Integrated Learning, 6(2), 96-111.


APPENDICES

Appendix A : Students’ Questionnaire

Appendix B: Teachers’ Questionnaire

Appendix C: Presentation of the ‘New Prospects’
Appendix A

Pupils’ Questionnaire

Dear pupil;

You are invited to participate in a research project entitled “The Role of Secondary School Course Book Texts in Developing EFL Vocabulary Knowledge”. The main aim of this questionnaire is to find out whether course book texts are helpful in the learning of new vocabulary items. We would be grateful if you could answer these questions to help us gain the relevant information to test our hypothesis.

Please read the following questions carefully then tick (√) the box that indicates your chosen answer which you find most suitable (you may tick more than one box) and feel free to add any relevant information that help us.

Miss. Imene BOUZID

Larbi Ben M’Hidi University, Oum el Bouaghi

Faculty of Letters and Languages

Department of English
Section I: Background Information

1- Are you pupil of:
   a- Foreign languages ☐    b- Language science ☐

2- Do you like English language?
   Yes ☐    No ☐    somehow ☐

3- Is it your desire to study Foreign Languages?
   Yes ☐    No ☐

Section II: Vocabulary Learning and Teaching

4- Is it important to you to acquire new items?
   Yes ☐    No ☐

5- Please, justify your answer.
   …………………………………………………………………………………………..
   …………………………………………………………………………………………..
   …………………………………………………………………………………………..

6- State three sources of acquiring new items.
   * ……………………………………………………………………………………
   * ……………………………………………………………………………………
   * ……………………………………………………………………………………

7- Did your teachers give an importance to teach new items?
   Yes ☐    No ☐

8- How your teachers used to teach you new items?
   …………………………………………………………………………………………..
   …………………………………………………………………………………………..
   …………………………………………………………………………………………..
9- Is the methodology they use beneficial or not?

Yes ☐  No ☐

**Section III: Pupils' Attitudes Towards Course Book**

10- What interests you in your course book?

a- Vocabulary ☐  b- Grammar ☐  c- Orthography ☐

11- Are the texts in your course book attractive?

Yes ☐  No ☐

12- What are your favorite texts?

a- Historical ☐  b- Story ☐  c- Scientific ☐

d- Political ☐  e- Cultural ☐

f- Other……………………………………………………………………...

………………………………………………………………………………

………………………………………………………………………………

**Section IV: Pupils' Attitudes Towards Learning Vocabulary Through Course book Texts**

18- Do course book texts help you to induce the unknown meaning of the difficult words you may face?

Yes ☐  No ☐

19- Do you think that course book texts are important to build your vocabulary?

Yes ☐  No ☐

20- Please, justify your answer.

........................................................................................................

........................................................................................................

........................................................................................................

........................................................................................................
21- Do you find new items introduced in these texts?
   Yes [ ] No [ ]

22- If yes, do you find them difficult to understand?
   Yes [ ] No [ ]

23- When you do not understand them, do you inquire any kind of help?
   Yes [ ] No [ ]

24- If "yes", do you
   a- Ask your colleagues? [ ]
   b. Ask your teacher about its meaning? [ ]
   c. Check into the dictionary? [ ]
   d. Other ........................................................................
      ........................................................................
      ........................................................................

25- Do you think that the activities and lessons of “New Prospects” provide you with the vocabulary you need?
   Yes [ ] No [ ] Somehow [ ]

Section V: Further Suggestions

26- If you have any kind of comment, please write it down.
   ........................................................................
   ........................................................................
   ........................................................................
   ........................................................................

Thank you for your cooperation
Appendix B

Teachers’ Questionnaire

Dear teacher;

We would like to invite you to participate in a research project entitled “The Role of Secondary School Course Book Texts in Developing EFL Learners Vocabulary Knowledge”. The main aim of this questionnaire is to find out whether course book texts are helpful in the learning of new vocabulary items. The study is being conducted as part of Master dissertation. We would be grateful if you could answer these questions to help us gain the relevant information to test our hypothesis.

Please read the following questions carefully then tick (√) the box that indicates your chosen answer which you find most suitable (you may tick more than one box) and feel free to add any relevant information that help us.

Miss. Imene BOUZID

Larbi Ben M'Hidi University, Oum el Bouaghi

Faculty of Letters and Languages

Department of English
Section I: Background Information

1- What is your qualification?
   a- License  
   b- Master  
   c- PHD  
   d- Magister

2- How long have you been teaching English?
   a- Less than 5 years  
   b- Between 5 and 10 years  
   c- Between 10 and 15 years  
   d- More than 15 years

Section II: Vocabulary Learning and Teaching

3- Is there a difference between vocabulary learning and teaching?
   Yes  
   No

4- If "yes", please define both of them.

   ..............................................................................................................................
   ..............................................................................................................................
   ..............................................................................................................................

5- Do your pupils acquire some vocabulary knowledge?
   Yes  
   No  
   Little bit

6- Do you help them in learning new items?
   Yes  
   No

7- State the strategies you provide to teach them new items.
Section III: Evaluation of English Language Course Book

8- Do you see that the use of course book useful?
   Yes   No

9- Do the topics of the third year course book texts attract the pupils?
   Yes   No

10- If "yes", please say which types/kinds of topics.

11- If "no", please justify your answer.

12- Do the course book texts fit the pupils' level?
   Yes   No

13- Please, justify your answer.

14- Does the course book contain long or short texts?
15- Which one do you prefer?

Long □  Short □

16- Whatever your answer is, please say why?

...........................................................................................................................................

...........................................................................................................................................

Section IV: The Role of Course book Texts in Learning Vocabulary

17- Do course book texts provide new items?

Yes □  No □

18- Are these new items introduced in each text that they study?

Yes □  No □

19- Do the pupils know their meanings?

Yes □  No □

20- If "no", do you find it easy or difficult to clarify these new items to the pupils?

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21- Do you think that course book texts help the students to acquire new items and enlarge their size of vocabulary?

Yes □  No □

22- If "yes", how is that and if "no", why?

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Section V: Further Suggestions

23- If any additional comment, please note it down.

Thank you for your cooperation
Appendix C

Presentation of ‘New Prospects’

Name of Course book: New Prospects

Proposed Learners’ level: Third Year Secondary School

Author(s): Mr. S.A.Arab – Mr. Rich- Mr. M. Bensemmane

Publisher: The National Authority for School Publications

Year/ Place of Publication: 2013-2014 Algeria

Number of Pages: 270
RÉSUMÉ

L’apprentissage du vocabulaire est très important dans l’apprentissage de la langue étrangère, il est considéré comme le corps qui représente une langue de façon efficace, cependant les élèves ont des difficultés quand ils viennent à s’exprimer donc les enseignants a s’adapter des méthodes et des techniques qui aident les élèves a élargir leurs connaissances du vocabulaire.

La présente étude vise a d’écrire et étudier le rôle des cours dans les livres de lycée dans le développement de la connaissance du vocabulaire des apprenants (EFL). Afin de vérifier la corrélation, nous avons émis l’hypothèse que les textes de livre seraient considérée comme un outil important pour l’acquisition du vocabulaire de la langue anglaise.

C’est par le biais de deux questionnaires à la fois; enseignants et élèves de quatre lycées : Zinai el Hadje Belkassem, Asma Bint Abi Baker el Saddik, Lakhder Boukaffa and Brakniya a Ain el Beida, que nous vérifions la validité de l’hypothèse énoncée le questionnaire des enseignants est donné a vingt (20) enseignants de la langue anglais pour obtenir un aperçu sur les technique utilisées dans l’enseignement du vocabulaire, ainsi que leur attentes a l’égard des effets de cours de livres sur le développement du vocabulaire.

Le questionnaire des élèves est administre a trente (30) élèves de troisième année de la langue étrangère dans les mêmes lycée pendant l’année scolaire de la langue étrangère dans les même lycée pendant l’année scolaire 2013-2014 pour examiner leurs attentes a l’égard des cours du livres que l’outil pour aider les élèves a améliorer leur répertoire de vocabulaire.

La discussion des résultats valides l’hypothèse déclarée que les textes de livres a l’aide de cours à développer la connaissance du vocabulaire de l’apprenant (EFL).
الملخص

يعتبر تعلم المفردات مهم جداً في تعلم اللغة الثانية، إذ يعتبر الهيئة التي تشكل اللغة لأنها تتيح لنا أن نقول كل ما نعنيه، و بذلك استخدام اللغة بشكل فعال ومع ذلك توجد صعوبات لدى التلاميذ عندما يريدون التعبير عن أنفسهم لذلك قام الأساتذة بتبني أساليب وتقنيات مختلفة تساعد التلاميذ على تطوير مفرداتهم المعرفية.

تهدف هذه الدراسة إلى التحقيق في دور دروس الكتب المدرسية في المستوى الثانوي في تطوير المعرفية بالمفردات للمتعلمين، و من أجل التحقق من ذلك افترضنا أن نص الكتاب من شأنه أن يعتبر أداة مهمة لاكتساب مفردات اللغة الأجنبية و قدمت مجموعة من الاستبيانات لكل من التلاميذ في كل من زيناي الحاج بلقاسم و أسماء بنت أبي بكر الصديق و الأساتذة في كل من زيناي الحاج بلقاسم، أسماء بنت أبي بكر الصديق، لخضر بوكرية و وراكنية في عين البيضاء، للتحقيق من صحة الفرضية فقد الاستبيان إلى عشرون معلم (20) معلم متخصص في تخصص اللغة الإنجليزية للحصول على آرائهم حول التقنيات المستخدمة في تعليم المفردات وكذلك موقفهم تجاه فعالية هذه النصوص في تطوير المفردات، كما قدم الاستبيان إلى ثلاثون تلميذ من قسم اللغة الإنجليزية في المدارس الثانوية خلال العام الدراسي 2013-2014 لاستبيان موقفهم حول تقنيات نصوص الكتاب وفعاليتها في تطوير مفردات التلاميذ.

وبعد مناقشة النتائج التي أكدت صحة الفرضية وتبين من ذلك فعالية نصوص الكتاب في تطوير مفردات المتعلمين.